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ABSTRACT

Seven papers are presented which deal with current topics of interest to educators. A case study of a mentally retarded boy placed in a regular classroom illustrates the possibilities of teaching children to accept diversity and deviance from their accepted norms of behavior. A compendium of policy papers prepared for the House of Representatives is reviewed, in which contributors from a broad spectrum of professional educators stated predictions of future needs and recommendations for changing practice in elementary and secondary education. A brief discussion is offered on how to use the ERIC system with particular reference to librarians and media specialists. A bibliography of classroom and program resources on health education lists current documents available from ERIC. Two editors offer suggestions for teachers who would like to be authors. The problem of censorship faced by teachers and librarians is discussed, and legal resources for aid in combatting it are cited. A synthesis of thought on implementing educational innovations in schools is presented. (JD)

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ERIC Clearinghouse
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Fact Sheet

Least Restrictive Environments: Teaching Children About Diversity

by Catherine Morsink
University of Kentucky, Lexington

> Teachers should be skilled in assisting others (parents, colleagues, pupils) in understanding and accepting as positive values the increasing diversity of students who are enrolled in regular school programs. (Reynolds 1980)

At present, discrepancies exist in teacher education programs between the preparation provided and the skills needed to handle increasingly diverse students in the same classroom. The result seems to be that elementary teachers complete certification programs and enter the profession believing that they will be responsible only for nonhandicapped, docile children of "average" intelligence. The following case of a retarded elementary student illustrates the need for teachers both to model acceptance of diversity and to understand its dimensions in order to transmit it as a positive value.

A distinction is made between diversity and deviance. Diversity, a value to be prized and taught, means simply that people differ in customs, background, and abilities. Deviance, simply stated as inappropriate behaviors in particular places such as school, is to be understood and accepted, but not reinforced; deviant behaviors need to be changed.

This case study emphasizes only one aspect of a program for teaching children to value diversity--accepting, but also changing, inappropriate behavior. There were other aspects, notably a social studies unit in which the children received direct instruction about a wide range of individual differences, and peer tutoring in which all children were both teachers and learners.

A CASE STUDY: CHARLES

Charles had been classified as mentally retarded and was in a special education class before his part-time placement in my mainstream classroom. His learning needs were diverse and his behavior deviant. It was essential to change his inappropriate behavior before the other children could accept his diversity.

At the start of third grade, Charles was 10 among a class of 8-year-olds. According to standardized individual tests of language and intelligence, he functioned as a 4- or 5-year-old. His language and math skills were severely limited: He did not follow oral instructions, his sentence patterns were immature ("I go school." "Not want do that." "Show class what I do."), his articulation was so poor that his speech was almost incoherent, he could recognize few letters of the alphabet, and he could not add or subtract numbers up to 10. Also, Charles' attention span was about five minutes.

Socially, Charles' behavior deviated from the class norm. His vocabulary was rich in four-letter words, which he used often, loudly, and indiscriminately. He took and kept things he liked and screamed obscenities if the owner tried to take them back. He interacted with other children by hitting them, grabbing their possessions or calling them names, then running away. He tore up his papers, even those completed correctly, and refused to take them home. He scrawled all over his books.

In early February, Charles was placed in my classroom for 15 to 30 minutes per day. By mid-February he was assigned to my room before school, for 45 minutes in the morning and in the afternoon, and for physical education, music, lunch, recess, and special programs. He received academic instruction in the resource room for educable mentally handicapped children, and he attended speech therapy twice a week.

On his first day I told the children:

> I like Charles and I hope you all like him, too. There are some things that are hard for Charles to do and I'm going to help him. I'll tell him when he does good things. I want you to help by ignoring him when he does bad things. Sometimes he might get mad at me. That's okay--I'll ignore it and I want you to try to ignore it, too.

Sometimes it was hard to ignore Charles--especially when he slammed the door so hard it made your hair stand on end or used his favorite four-letter words.

Dr. Catherine Morsink is a special education faculty member, University of Florida, Gainesville. This article is based on her experiences while on leave of absence from her University of Kentucky faculty position. It was supported by a grant from the U.S. Office of Special Education.

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Because Charles needed more than ignoring, I decided on a contingency plan for him and the class. As he owned no school supplies and wanted--needed--crayons, he would earn a crayon each time he finished a task correctly. Correctly meant that he did not leave his seat or talk while he worked, and, when finished, raised his hand for me to check his work. The first tasks were simple--he had to draw a line within printed guidelines from points A to B on a Frostig visual-motor worksheet (Frostig and Horne, 1964).

By ignoring Charles if he hit, yelled, or cussed at them, the other children could earn "superstar" status. Publicly announced superstars could do special things when they finished their work--play educational games, sit at the teacher's desk and use the calculator to check math papers, listen to records, etc. They could also become superstars if they did nice things for Charles--sit with him in the cafeteria and show him good manners, play a game with him at recess and model sportsmanship.

The combination of reinforcing task completion and ignoring inappropriate behavior began to work. By the third week, Charles had won all 24 crayons plus the box. The kids cheered when I gave him the last crayon.

Charles was with us for only 10 weeks, but during this time:

--He completed a whole page of subtraction problems without manipulating blocks (he made marks on paper--a higher level of abstraction). He won a Snoopy sticker, which he pasted on his desk.

--He sat quietly with three boys who had been arguing with him in the cafeteria and agreed to the group's solution to the problem. (He did not contribute to the discussion, but neither did he hit or shout obscenities.)

--He won a "ticket" to paste on the "readometer" above his name for telling me the story of a book he'd "read" by looking at the pictures. His story made sense and followed the pictures.

--He told me a story which I wrote down, and he copied one of the sentences.

--He came into the room four times out of five without slamming the door.

--He sat with his peers instead of beside me in an assembly program, listened attentively to a talk about drugs, and asked an appropriate question.

--He won five more Snoopy stickers for good work.

In late March, we were gathered in our end-of-the-day sharing circle when the principal called Charles and his siblings to the office. When Charles came back, he said, "I moving."

Not understanding, I asked, "But you will still go to this school, won't you?"

"No," he answered, "I moving far away."

The kids said, "We'll miss you."

We watched as Charles went to his desk and retrieved his prized possessions. He left the papers and the workbooks, even those with stars on them. He carefully peeled the Snoopy stickers off his desk and stuck them on his arm, took the crayons, and left, slamming the door behind him.

INFERENCES FROM THE CASE STUDY

It would be inaccurate to say that the children "learned to value diversity" as a result of their experiences with Charles. "Diversity" is too abstract for children to "value." They learned to like Charles, who is one of a group classified as "mentally retarded" and who illustrates the range of diversity that exists in public school classrooms. If children learn through direct experiences, then "liking Charles" may be an important beginning in "learning to value diversity."

I believe that the reinforcement programs were important in changing Charles' behavior, and that his behavior change, in turn, helped the other pupils to like him better. I also believe that an initial negative experience with a child labeled mentally retarded might make children less receptive in the future to others with this "diversity label."

Another factor in Charles' acceptance by the class may have been our system of peer tutoring. Charles tutored in how to push somebody on the swings because he did that better than anybody; others tutored him in math. It seems that his participation as tutor and tutee may have shown that he was an individual with both strengths and weaknesses, not weaknesses alone.

It is probable that Charles' academic progress facilitated his acceptance by the group. His progress is credited to the resource teachers who worked with him outside my classroom. His special education teacher taught him to add and subtract numbers up to 10, to print the alphabet, to name colors and read color words, and to identify a few initial consonant sounds. His speech therapist taught him to articulate with reasonable clarity, and to use longer, more complex sentence patterns. It should be emphasized that a classroom teacher could not have given him the intensive one-to-one and small group instruction necessary to meet these academic objectives; his abilities were so different that his lessons would have required a disproportionate amount of class time and might have called undue attention to his difficulties.

Finally, it might be inferred in this case that initial progress in teaching these children to value diversity was a matter of: (1) exposing them to diversity, (2) providing them with a teacher who understood individual differences, had accepted diversity as a value, and modeled that acceptance of differences, (3) designing experiences and interactions that provided direct instruction in accepting individual differences, and (4) providing an appropriate support program for children with diverse needs.

SUGGESTIONS FOR TEACHER EDUCATION

Charles is a single, perhaps extreme, case of the diversity that exists in the public school population, but his case shows a need for teachers to know about diversity and its implication for classroom practice. As Goodman wrote, "A key tenet of the neo-progressive movement must be accepting cultural and linguistic difference and treating it as strength rather than weakness" (1980, p. 471).

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Anthropological studies not only offer insight into cultural differences, but also provide direction for teacher education. Warren (1980) suggested that teachers need to be aware of differences, and cautioned that teaching strategies cannot be prescriptive according to a "mean" cultural profile. For example, Tonemah (1980) urged for Indian children that schools should suit the "basics" to the goals identified by Indians.

From their summary of culturally different handicapped students, Hemenway, Middleton, and Pruitt (1980) observed that teacher attitudes and values about placement of students in special education classes are critical factors. They concluded that understanding different cultures and accepting cultural diversity are essential for teachers. Ashton cautioned that tracking, a widely used school practice, supports unequal status, and cited an NEA report on the humane school--one that "celebrates personal differences and emphasizes human commonalities"--as an exemplar (1980, p. 569).

Cazden (1976), a Harvard professor who spent a year in San Diego teaching the primary grades, reported from her experience a heightened awareness of "the limitations of what we know." She noted that her knowledge of language helped her with linguistic differences.

Research on changing the attitudes of children and teachers toward the handicapped suggests that children are aware of handicaps by age 4, older children are less accepting of handicaps than younger, and exposure alone does not guarantee acceptance. Instructional programs, however, can help both schoolchildren and prospective teachers to develop positive attitudes toward handicapped children (see summary, Morsink 1980; see also reference list).

At least four facets of teacher education programs are suggested for further study:

--Selecting teacher candidates who value diversity and desire to collaborate with other professionals.

--Revising the preservice teacher's liberal arts program to include, for example, instruction in anthropology/ sociology/ philosophy that would enable teachers to understand diversity and to develop pedagogical skills for diversity. Such instruction should lead teachers to expect diversity rather than homogeneity as the norm.

--Determining whether school and university master teachers, to whom preservice students are exposed, can model acceptance of diversity and demonstrate the ability to teach such acceptance.

--Developing preservice teachers' skills to manage classrooms humanely and to use a variety of materials and resources to help children understand individual differences, given that placement in regular classrooms of children from diverse backgrounds is necessary but insufficient for teaching children to value diversity.

Teaching children to value diversity is not as simple as altering preservice programs. As Sims' historical perspective shows, difficulties of integrating handicapped and culturally different children into the education mainstream stem from three Western European ideas: "(1) a disposition to regard anything short of perfection as unacceptable; (2) an intense emphasis on respect for authority, obedience to family, and loyalty to God; (3) a perception that those who are culturally or radically different are inferior" (1980, p. 36).

Sims suggested that recent social change implies a need for change in the preparation of teachers:

> Everything in America has changed but teachers; students, the family, the society, the community and the world are different. The same methods, techniques and emphasis in teacher education that were used in the past are less effective for the present and may prove disastrous in the future....
>
> Teacher education programs must, if public school education is to meet the needs of students in the 1980's, prepare teachers for schools where all ethnic groups and all classifications of students will be present and where all services and facilities will be available on an equal basis to all students. New teachers must be taught that all students must have equality of opportunity, that isolation is impossible in this interwoven, interrelated society. (pp. 44-45)

It is important that teachers model acceptance of diversity, expect children to be all they can, and design educational environments that will enable every child to succeed. The mainstream classroom may, in this sense, provide all children with the least restrictive environment in which to learn to value diversity.

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ILLUSTRATIVE CLASSROOM RESOURCES

Materials to help children understand and accept individual differences include:

Career Kaleidoscope, "All Around the Shopping

Mall," produced by Phyllis Dolgin, 1973. January Productions, Fairlawn, NJ.--Filmstrip/cassette series on careers with emphasis on importance of each worker's contribution to total effort.

"Feeling Free," Public Broadcasting System, 475 L'Enfant Plaza, SW, Washington, DC 20024.--Five segments about children with different handicaps.

Green Circle Program, Inc. Nancy L. Gitomer, Executive Director, 801 Market St., Philadelphia, PA 19105.--Flannel board presentation and follow-up activities on value of individual differences, understanding and acceptance of others.

Increasing the Understanding of Non-Handicapped Children About Their Handicapped Peers Through Children's Books. S.J. Salend, School of Education, Lehigh University, Bethlehem, PA 18105 (October 1979, unpublished).--Reviews children's books about handicapping conditions, and lists presentation activities and questions.

The Kids on the Block, Inc., Suite 510, The Washington Building, Washington, DC 20005, Attn: Bud Forrest, Business Manager.--Videotape of puppets with "handicaps."

"Like You, Like Me." Encyclopedia Britannica, Education Corporation, 425 N. Michigan Ave., Chicago, IL 60611.--Series of ten 10-minute films about different physical and mental handicaps. Shown on educational television for grades 1-6.

"Mainstreaming: Development of Positive Interdependence Between Handicapped and Non-Handicapped Students." D. Johnson, R. Johnson, D. Nelson, and S. Read. National Support Systems Project, University of Minnesota, Minneapolis, MN 55455.--Booklet of three modules on nonhandicapped and handicapped student interactions and the teacher's role.

Materials for Educating Non-Handicapped Students About Their Handicapped Peers. F.W. Litton, M.M. Banbury and K. Harris. Teaching Exceptional Children, (in press, 1980).--Article lists mainstreaming resource books for teachers, special presentation materials (films, cassettes), and children's books (title, author, publisher/cost, disability, and description).

People Profiles, #3, Jose Feliciano, Singer and Guitar Player. Teaching Resources Corporation, 100 Boylston St., Boston, MA 02116.--Books, records and follow-up activity for reading skill development. A success story and interview with a popular singer who has been blind from birth.

"People You'd Like to Know." Encyclopedia Britannica, Education Corporation, 425 N. Michigan Ave., Chicago, IL 60611.--New series of ten 10-minute films about different handicaps. Shown on educational television for grades 5-9.

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Fact Sheet

THE INSTITUTIONALIZATION OF PLANNED CHANGE IN SCHOOLS

by Roger Pankratz and Carl Martray

Evaluation studies of planned change efforts indicate that only a fraction of new programs and practices introduced in schools are ever widely adopted. An analysis of data from 293 projects in the Rand Study (Berman et al. 1975), five Experimental School's Projects (Herriot and Gross 1979), ten Teacher Corps Projects (Corwin 1977), and eight IGE schools that had dropped their individualized programs (Gaddis 1978) suggests that many innovations never had a chance for institutionalization because critical factors that affect the change process are either overlooked or ignored. Although publications on planned change are voluminous, there is little evidence that planners and managers of innovative programs in schools are applying the knowledge. The following synthesis is intended to assist educators to institutionalize change efforts with greater degrees of success.

What Factors and Conditions are Essential?

After reviewing more than 4,000 documents on change, Havelock (1973) named seven factors that affect the adoption process of an innovation:

- --Linkage: number, variety, and mutuality of collaborative relationships
- --Structure: degree of systematic organization and coordination
- --Openness: belief that change is desirable and possible
- --Capacity: ability to retrieve and marshal diverse resources
- --Reward: frequency, immediacy, amount, and structuring of positive reinforcements
- --Proximity: nearness in time, place, and context to resources
- --Synergy: combination of forces mobilized to produce knowledge use

Pankratz and associates (1980) reviewed the literature and concluded that adoption and institutionalization of changes are affected by the content of the proposed changes, the perceptions of the adopters and users, the characteristics of the organization, the characteristics of the process employed, and the factors in the environment of the intended adopting organizations.

By comparing innovative programs that have been institutionalized with those that have not, the following processes seem crucial: systemic problem analysis early in the change effort; "mutual adaptation" of the innovation to the local school, and the school unit to the innovation; staff training keyed to the local setting; onsite technical assistance; and systematic refinement and renewal.

Also, the following conditions seem to foster institutionalization: user ownership; a sense of efficacy among teachers that change can happen and will help them become better teachers; a perception that the innovation is ambitious and challenging as compared to an old idea with new labels; key administrator leadership and support; competent program management; and a healthy organizational climate with dynamic communication.

Is Change a Political or Programmatic Process?

Experience and data suggest that the key to successful institutionalization is the orchestration of the political and programmatic processes. In the early stages of change when awareness and mobilization of support are the primary objectives, the political processes are especially important. In the preparation and execution stages, programmatic considerations of training, material development, and technical assistance are crucial. As the innovation moves to the institutionalization stage where local resources and budget line items are needed, the political aspects of gaining administrative support assume importance. Most innovations fail to reach the institutionalization stage because planners and managers ignored the political aspects of the change process.

How can Research Help Planners and Managers?

No matter how well efforts to introduce, carry out, and institutionalize new programs and practices are managed, there is no guarantee that any given attempt will be successful. Research indicates that a number of variables are beyond the control of the most competent project directors and school administrators. However, experience and research data indicate that the following suggestions will increase the odds for institutionalization:

--Insist on an analysis of the need or problem early in the change process.
--Use a systematic approach to collaboration that fosters teacher ownership in real decision making.
--Consider the long-term consequences and demands of any innovative program introduced.
--Reach a consensus on the key elements of a new program before any attempt at execution.
--Modify and adapt any prepackaged program to local needs and preferences.
--Orchestrate the programmatic and the political aspects of the change process.
--Provide appropriate training and staff development activities to fit the needs of teachers at each stage of the change process.
--Offer an opportunity for local development of materials to create teacher ownership, even if high-quality packaged program materials are used.
--Cast the key administrator (usually the principal) in a leadership and support role for the change effort.
--Employ a program director who is competent in management and leadership skills rather than a person who represents political expediency.
--Develop a proactive system for monitoring the change process, for anticipating problems, and for dealing with potential barriers to change.
--Plan from the beginning how resources can be transferred from project budgets to line item budgets in the permanent system (i.e., avoid planning innovations that permanent systems cannot afford).
--Build a formal process for refinement and renewal of innovations.

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Fact Sheet

CONTEMPORARY CENSORSHIP

by Stephen A. Seitz

> Congress shall make no law respecting the establishment of religion, or prohibiting the free exercise thereof, or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.
>
> --First Amendment, United States Constitution

That single sentence is the foundation for all freedom in America. It is impossible to imagine having freedom to do anything else if one's very words are controlled by an outside authority. There are those who would impose their authority over the words of classroom teachers. Often, they have the sincerest of motives and the finest of intentions. Parents want to protect their children from potentially harmful values. Feminists want to eliminate perceived sexism. School authorities want to preserve their positions. All think they have the children's best interests at heart.

Given that, what can a teacher do when threatened with charges of teaching malevolent material? This paper has not the space to do more than provide a few sources of solace and answers to questions.

How much of a problem is censorship today?

Judith Krug, director of the American Library Association's Office of Intellectual Freedom, once received three to five censorship complaints a week. Since November, she gets that many a day. She told the Washington Post, "It's not just the anti-sex education people. All sorts of people are trying to keep out things they don't approve, including feminists and anti-feminists, blacks, Jews, single-issue groups." Anyone can become a censor, political and religious beliefs notwithstanding.

What about academic freedom?

Academic freedom has yet to be fully defined as a right protected by the First Amendment. Teachers do have some room, yes; but they don't have the entire house.

In general, academic freedom depends on how responsibly teachers use their position. A teacher who uses the classroom to proselytize, or to openly influence the minds of the pupils is unprotected. However, individual ideas and words being taught objectively are a different matter.

The limits of academic freedom are best defined in Parducci v. Rutland (1970). A teacher was dismissed from her job for assigning the Kurt Vonnegut short story "Welcome to the Monkey House" to her eleventh grade students. The principal and an associate superintendent summoned Parducci and informed her that they found the story to be "garbage" and they disagreed with its philosophy. She refused their request to withdraw the story.

The U.S. Supreme Court decided in Parducci's favor because the story did not meet current tests of obscenity, and because assigning it did not disrupt the normal operations of the school. That last is one of the items teachers can be called to account for; if conduct "materially and substantially interfere(s) with the requirement of appropriate discipline in the operation of the school," then it can be restricted. The Court also noted the state's interest in protecting the "impressionable minds of its young people," as a reminder that academic freedom is not total.

Are libraries protected?

Libraries are popular targets for censors. Parents often don't want their children to bruise their minds with hurtful literature. Some are so concerned that they would even protect everyone's children. Legal ground is firmer here. In Minarcini v. Strongsville City School District (1976), a local school board removed Catch-22 by Joseph Heller, and Cat's Cradle and God Bless You, Mr. Rosewater by Kurt Vonnegut. The books had been judged offensive. Several students, through their parents, brought suit asking for the return of the books to the shelves. The U.S. Supreme Court held that the school board did not have the power to remove books from a library on those grounds, even if the board created the library. "A library is a storehouse of knowledge," the Court said. "When created for a public school it is an important privilege created by the state for the benefits of the students in the school. That privilege is not subject to being withdrawn by succeeding school boards whose members might desire to 'winnow' the library for books the content of which occasioned their displeasure or disapproval."

Can anything be done in advance?

The best advance defenses against censorship have already been developed by the American Library Association. Their advice is:

1. Maintain a definite materials selection policy.
2. Maintain a clearly defined method for handling complaints.
3. Maintain lines of communication with civic, religious, educational, and political bodies in the community.
4. Maintain a vigorous public relations program on behalf of intellectual freedom. (1972)

It is much more difficult for potential opponents to attack friends. The public is not some teeming mass lucky to have the attention of educators; it is the source of education. It provides the buildings, books, bucks, and students. Keeping them informed and making them feel a part of the educational process will generate good feelings for both parties. The public will feel like the trusted partner it should be anyway, and the school will be able to operate freely and confidently.

Above all else, teachers should be sensitive to possible violations of academic freedom and be able to deal with them as subtly and gracefully as possible. The right words at the right time can be as effective a weapon as a .357 Magnum.

Who can help if censorship occurs?

If a censorship controversy arises, the teacher or teachers involved should retain counsel and let the lawyer do all the talking. Also, numerous civil liberties organizations, many of which have local chapters, can provide information and possibly assistance. These include:

American Civil Liberties Union
22 East 40th St.
New York, NY 10016

American Library Association
Freedom to Read Foundation
50 East Huron St.
Chicago, IL 60611

National Coalition Against Censorship
22 East 40th St.
New York, NY 10016

National Council of Teachers of English
Committee Against Censorship
1111 Kenyon Rd.
Urbana, IL 61801

Playboy Foundation
919 N. Michigan Ave.
Chicago, IL 60611

George Bernard Shaw said, "It is very doubtful whether man is enough of a political animal to produce a good, sensible, serious, and efficient constitution. All the evidence is against it." The challenge to men like Shaw is to prove that not only can it be done, but that it can be made to last despite the assaults made against it. Only a literate, well-educated citizenry can do that.

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February 1981

ERIC Clearinghouse on Teacher Education
One Dupont Circle, Suite 610
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Fact Sheet

THE AGONY AND THE ECSTASY OF WRITING: TIPS FOR THE TEACHER-AUTHOR

by Patricia Weiler and Sharon G. Boardman

Every day as a teacher, you use techniques, practices, and innovations that your colleagues may find useful. Have you ever considered formally publishing your ideas and practices?

Hundreds of classroom teachers feel a great sense of accomplishment each year by transforming their ideas into publications and journal articles. Despite demanding schedules, these teachers have discovered that they have time to write and, in most cases, maintain their classroom assignments. How do they do it? Simply, each devises some kind of system to make personal writing a daily habit.

Where Does a Writer Start?

If you think that only gifted people can write for publication, you have been mislead. A study of the research will show you that writing is a skill to be mastered; it just takes practice. Talent does set the extraordinary writer apart in the literary world, but this should not stop you. The more you write, the easier it becomes.

Peter Elbow (1973) advises that writing should become a habit. To begin, he suggests daily "freewriting exercises," in which you write whatever comes to mind for 10 minutes without lifting your pen from the page, reading what you write, or stopping to think about anything. "You don't have to think hard or prepare or be in a mood," he claims. Although personal preference dictates how, when, and where you record your thoughts, Elbow recommends keeping a "freewriting diary" to show your progress.

As your writing habit develops, so too will your writing style. Meanwhile, as you read professional journals, study the various styles of writing. Note how the flavor of writing changes among your favorite authors. In addition to reading and practicing in private, see if your teacher center is offering seminars on writing and publishing.

What Makes up a Publication Plan?

As you become more comfortable with and confident about your writing, consider submitting an article for publicaton. First, though, plan your strategy. Study the magazines you read regularly to get an idea of the material they might accept. For example, Instructor, Learning, and Teacher magazines welcome articles that discuss specific issues of interest to classroom teachers, and Education Unlimited searches continuously to find teacher-authors who have expertise with exceptional children. Many journals announce their themes for upcoming issues and the deadlines for articles.

Ken Bierly, former editor of Instructor, suggests that after you target a publication, you should address and stamp an envelope to the editor and keep it visible as a constant reminder that your finished article is due soon. He also suggests noting the submission deadline on your calendar.

What Subject Might an Article Cover?

Your experience and expertise in the classroom give you a wealth of information from which to choose topics for articles. For example, if you are interested in classroom management, your article may focus on incentives for good work or on use of learning centers to achieve a positive classroom environment. By writing about familiar subjects, you can support your statements with examples of your own proven practices.

During this selection stage, you also should review the literature on your subject. Such a survey can broaden your knowledge as well as help you narrow your topic. The ERIC indexes, Resources in Education and Current Index to Journals in Education, are useful references for your search.

How Does a Writer Write?

When you have the skeleton of your idea ready, follow Elbow's advice and write your rough draft. Refer to your notes only for accuracy. Some writers find that an outline helps them stay on the subject, while other writers use a stream of consciousness technique for the first draft. In describing a program, you may find useful the journalistic questions of who, what, when, where, why, and how. In writing this first piece, it is important to remember that it is only a nucleus for your article. Revisions are still to come.

If you find your thoughts blocked, push the pen ahead anyway and go back to the missing parts later. This allows you to clear your mind of thoughts that may be causing the block. Later, you can reflect or read more to fill in the blanks. If

you have trouble getting started, Joyce Juntune (1979) recommends that you study the factors present when you feel most creative, and use the information to create an environment that will put you in a creative mood.

Why Are Revisions Important?

Although you are the expert, and your observations and statements are products of reflection, research, and practice, you may find that what you wrote in your first draft is not what you thought you said, nor is it stated clearly or concisely. It is difficult to edit your own writing, but a useful tactic is to ignore your draft manuscript for at least three days. Then, consider yourself as an anonymous reader and read the manuscript as if you have never seen it. You may be surprised at how differently you perceive relationships and at how dull and lifeless your inspired phrases and cogent reasoning may seem in the cold light of objectivity.

Another aid is to let supportive friends read the manuscript. They not only can point out errors, but also can make you question why you believe what you say. You may disagree with their critiques, but their honest evaluations can help you revise your arguments to say exactly what you want.

In editing for style and format, use the submission requirements for your chosen journal as your guide and refer to the recommended style book. In addition, you may want to refer to other excellent references, such as those listed here.

Although early drafts of the manuscript may not meet publication standards, you must remain firm. A survey of published authors shows that no magic number of drafts makes an article ready for publication. Commonly, articles are rewritten four or five times before being mailed to an editor.

What Basics Do Editors Want?

Editors want your manuscript's content to be accurate and original (that is, it should neither violate the U.S. Copyright Act, nor plagiarize another person's work). Mechanically, editors want a manuscript to be typed double or triple spaced with wide margins to allow for editorial changes and instructions to typists. Also, they expect you to proofread your manuscript and correct any mistakes before submission (this includes cross checking the accuracy and completeness of references). Your attention to the small details of presentation can mean the difference between acceptance and rejection.

Some editors request that you submit a brief biographical statement of your education, work affiliation, interests and expertise, and publications if you're a veteran writer. Before you seal the envelope containing a cover letter of introduction, your "soon-to-be-published" manuscript, your vita, and a self-addressed, stamped envelope (just in case of rejection), make sure that you have a copy of everything you mail as a precaution and a reference.

Have You Considered ERIC?

If you want to share your ideas, but don't want to hassle with publishers and editors, then ERIC--Educational Resources Information Center--may be your outlet. Documents that ERIC considers include project descriptions, curriculum guides, instructional materials, descriptions of exemplary practices, and more.

To submit a document for review, send two clear copies, neatly typed, to the ERIC Processing and Reference Facility, 4833 Rugby Ave., Suite 303, Bethesda, MD 20014. Document length should be a minimum of five pages, and standard 8½" X 11" white paper is preferred.

References and Resources

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Baumbach, J., ed. Writers as Teachers/Teachers as Writers. New York: Holt, Rinehart, and Winston, 1970. (ERIC No. ED 048 278.)

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Suderman, E. "The English Teacher as Writer." College Composition and Communications 28, 4 (December 1977):356-58. (ERIC No. EJ 177 487.)

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Organizations

Teacher Author League of America, 177 White Plains Rd., Suite 60-F, Tarrytown, NY 10591. --Publish tradeletter, Teacher-Writer.

Teachers and Writers Collaboration, 84 Fifth Ave., New York, NY 10011.

A former teacher in the Detroit Public Schools, Patricia Weiler is director of the American Federation of Teachers, Teacher Center Resource Exchange, Washington, D.C., and editor of the Center's publications. Sharon G. Boardman is editor for the ERIC Clearinghouse on Teacher Education, Washington, D.C.

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ERIC Clearinghouse on Teacher Education
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Fact Sheet

HEALTH EDUCATION: CLASSROOM AND PROGRAM RESOURCES

by Dean Schwanke

Curriculum development efforts in health education have increased tremendously over the past two decades, but often individual teachers and administrators are not fully aware of the great range of information and materials that is available. This paper is a brief guide to resources and organizations that can be helpful in health education and curriculum development.

What is the Background and Present Status of Health Education Curricula in the United States?

The first significant efforts, initiated in 1922 by the Joint Committee on Health Problems of the National Education Association and the American Medical Association, resulted in the publication in 1924 of Health Education--A Program for Public Schools and Teacher Training Institutes (Nolte and Brennan, 1979). Since this initial effort, more than 75 percent of the states, as well as many school districts and national health organizations, have developed health education curricula for use in schools and other settings (Kupsinel, 1980).

However, as President Nixon stated in his February 15, 1971, Health Message to Congress, "Most of our current efforts in this area (health education) are fragmented and haphazard." (Report of the President's Committee on Health Education, 1973). The challenge thus remains to put available resources into more effective and extensive programmatic use.

What Health Education Curricula Have Been Developed?

The kinds of materials available range from teaching guides focused on particular grade levels, to comprehensive texts concerned with all levels of elementary-secondary education. The ERIC system has acquired a wide range of these materials, and a brief sample is cited below.

Building a Better You. A Guide for Health Education in Georgia Schools. Kindergarten through Grade Six. Atlanta: Georgia State Department of Education, 1980. 232pp. (ERIC No. ED 187 701).

A Curriculum Guide to Health Education. Grade Levels K-12. A Teacher's Guide. Petaluma, CA: Petaluma School District, 1977. 341pp. (ERIC No. ED 190 504). Available from Petaluma City Schools, 11 Fifth St., Petaluma, CA 94952 ($6.00).

Health Education Curriculum Guide, Grades 1-12. Boston: Massachusetts State Department of Education, Bureau of Elementary and Secondary Education, 1971. 305pp. (ERIC No. ED 151 356*).

Health Education Program for Idaho Public Schools, Grades K-3. Boise, ID: Idaho State Department of Education, Division of Instructional Improvement, 1977. 424pp. (ERIC No. ED 157 883*).

Humphrey, James H., and others. Health Teaching in Elementary Schools. Springfield, IL: Charles C. Thomas, 1975. 341pp. (ERIC No. ED 113 322*). Available from Charles C. Thomas, Publishers, 301 E. Lawrence Ave., Springfield, IL 62703 ($12.75).

Kime, Robert E., and others. Health Instruction: An Action Approach. Englewood Cliffs, NJ: Prentice Hall, Inc., 1977. 365pp. (ERIC No. ED 144 929*). Available from publisher ($12.95).

Kirk, Robert H., and Hamrick, Michael H. Focus on Health and Nutrition: A Comprehensive Health Education Curriculum Guide for Grades 9-12. Rosemont, IL: National Dairy Council, 1977. 114pp. (ERIC No. ED 162 846*). Available from National Dairy Council, 6300 N. River Rd., Rosemont, IL 60018 ($5.00).

Making Health Education Relevant and Exciting in Elementary and Junior High School. Atlanta: Center for Disease Control (DHEW/PHS), 1973. 7pp. (ERIC No. ED 147 303).

Planning Health Education Programs in Oregon Schools. Physical Health. Salem, OR: Oregon State Department of Education, 1979. 64pp. (ERIC No. ED 175 872).

Sorochan, Walter D., and Bender, Stephen J. Teaching Secondary Health Science. Somerset, NJ: John Wiley & Sons, 1978. 511pp. (ERIC No. ED 152 777*). Available from John Wiley & Sons, One Wiley Dr., Somerset, NJ 08873 ($13.95).

What Program and Planning Materials are Available?

Generalized curriculum guides do not always fit or fulfill the needs of a particular school or educational setting. Thus planning and research materials are often useful in assessing needs and adopting or developing a health education program.

The following is a list of resources that should prove helpful in planning.

Bradley, Chet E., ed. Health Education: A Planning Resource for Wisconsin Schools. Madison, WI: Wisconsin State Department of Public Instruction, Division of Instructional Services, 1977. 155pp. (ERIC No. ED 162 239).

A Framework for Health Education. Grades K-12. Raleigh, NC: North Carolina State Department of Public Instruction, 1975. 27pp. (ERIC No. ED 121 770).

Golaszewski, Thomas J. Influencing Behavior Through Instruction: Methodology in Health Education. Washington, DC: ERIC Clearinghouse on Teacher Education, 1979. 30pp. (ERIC No. ED 168 972).

Guthrie, Helen A. Learner Objectives Identified by Nutrition Educators. 1979. 9pp. (ERIC No. ED 175 816).

Health Instruction Framework for California Public Schools: Preschool through Young Adult Years. Sacramento, CA: California State Department of Education, 1978. 74pp. (ERIC No. ED 152 710*). Available from Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($1.35).

Planning Health Education Programs in Oregon Schools. Administration. Salem, OR: Oregon State Department of Education, 1978. 67pp. (ERIC No. ED 164 481).

Rhea, Harold C. Nutrition Education: Selected Resources. Washington, DC: ERIC Clearinghouse on Teacher Education, 1981. 56pp. (SP 017 374). Available from ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036 ($5.00).

Schneider, Livingston S., and Thier, Herbert D. ASHA Survey of Health Curriculum Needs: Survey Results. Berkeley, CA: University of California, Berkeley, 1979. 29pp. (ERIC No. ED 180 992).

Where Can Materials and Further Information be Obtained?

Much of the material cited above can be read at any of the nearly 700 ERIC microfiche collections around the country (located in most major university and public libraries). Those not marked with asterisks (*) are also available in paper copy from the ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210 (the ED number must be specified when ordering).

The ERIC indexes Resources in Education and Current Index to Journals in Education can provide access to more than 5,000 additional citations on health, nutrition, and physical education. For more information about these indexes and the microfiche collection, write to the ERIC Processing and Reference Facility, 4833 Rugby Ave., Suite 303, Bethesda, MD 20014, and request the free publications How to Use ERIC and the Directory of ERIC Microfiche Collections.

Your own state department of education is a good place to obtain free and/or inexpensive curriculum materials. Health insurance companies are also good sources of information, as many of them are involved in local and national health education activities. Other sources include national organizations and government agencies concerned with health, including the following:

American College Health Association
2807 Central St.
Evanston, IL 60201
(312) 491-9775

American School Health Association
P.O. Box 708
Kent, OH 44240
(216) 678-1601

Association for the Advancement of Health Education
1900 Association Dr.
Reston, VA 22091
(216) 678-1601

National Center for Health Education
211 Sutter St.
San Francisco, CA 94108
(415) 781-6144

National Clearinghouse for Alcohol Information
P.O. Box 2345
Rockville, MD 20852
(301) 948-4450

National Clearinghouse for Smoking and Health
Center for Disease Control
1600 Clifton Rd.
Atlanta, GA 30333
(404) 633-3311

National Health Information Clearinghouse
1555 Wilson Blvd., Suite 600
Rosslyn, VA 22209
(703) 522-2590

What Journals and Periodicals Can Provide Further Information?

American Journal of Public Health
Health Education
International Journal of Health Education
Journal of Nutrition Education
Journal of School Health
Journal of the American College Health Association
School Health Review

References

Kupsinel, Nancy Baird. "A Look at State Health Curriculum Guides." Health Education 11, 3 (May-June 1980):25-27.

Nolte, Ann, and Brannan, Joyce. "Through the Looking Glass: Health Education Curriculum." Health Education 10, 6 (Nov-Dec 1979):5-11.

The Report of the President's Committee on Health Education. New York: President's Committee on Health Education, 1973. 74pp. (ERIC No. ED 083 472).

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Fact Sheet

What's Ahead for Education in the '80s?

Needs of Elementary and Secondary Education in the 1980's: A Compendium of Policy Papers. January 1980. Available only in microfiche from the ERIC Document Reproduction Service. No. ED 185 660.

Reviewed by Stephen A. Seitz, Publications Assistant, ERIC Clearinghouse on Teacher Education

In 1979, the U.S. House Subcommittee on Elementary, Secondary, and Vocational Education asked education professionals to submit their ideas on likely trends and possible policies in the next decade. The results, a 700-page Compendium, covered a broad range of concerns, which the Subcommittee grouped as leadership, social change, and curriculum.

The writers generally agreed that the Federal government should provide mandates when necessary, generate money, and help disseminate research. They also thought that state governments should lead in meeting Federal goals, and that local schools should adapt programs to fit local needs. Without exception, all agreed that the Federal government had no business forcing schools to fit rigid guidelines. Gripes about trivial paperwork and absurd regulations pepper the book.

None of the authors questioned the value of basic literacy and skills, but all agreed that the minimum competency and back-to-basics movements are hindering progress. Their main complaints were that set minimum standards might too easily become maximum standards, that no universal test could be devised, and that standardized tests are inherently biased against minority and poor students.

The strongest opposition to such testing came from practicing teachers, who noted that stimulus-response skills are rarely used outside of school. As one put it, "All you get is a better class of robots."

Concern with the public's image of the schools pervaded the book. Parents and other taxpayers are alarmed that public high schools are graduating illiterates who cannot function in college or on the job. Reports of incompetent teachers and declining SAT scores frighten everyone. In part, education suffers from bad public relations. The Compendium's authors most often suggested improving communications between schools and communities.

The problems in public schools are pushing many parents to enroll their children in private schools, a shift that is causing state and Federal governments to consider vouchers and tax credits for private school tuition. Most of the authors opposed such government aid on grounds that public education would lose its socioeconomic mix of students.

Demographically, the '80s will be different from the '70s, as the composition and character of the whole population is changing. For the schools, the most important change will be fewer students. In 1979, the Census Bureau projected for 1985 only 29.1 million elementary pupils, down from a peak of 35 million in 1967. A mere 11 million students are expected for secondary schools. These numbers are not expected to rise significantly before 1990.

Declining enrollments, in part, result from the changing role of women, many of whom are choosing careers over children. By 1985, women will compose half of America's labor force.

Schools also will be required to work with more single-parent families. Of the children born in 1976, 45% will live with

a single parent before reaching the age of 18. The effects of this social trend are uncertain, but will probably mean that more children will come into school from day care centers than from homes. These children will have more contact with peer groups and less contact with parents than previous generations.

Enrollments are changing geographically, too, as population centers shift. Instead of the traditional migration from country to city, people are moving the other way. Also, the old industrial Northeast and Midwest are losing their populations to the economically thriving industrial South and West. Everywhere, funding will fall.

These changes will not help the urban schools. Immigrants still flock to the cities. Middle class children will be replaced by poor and minority children. Thus, urban schools might become polarized rather than integrated.

Technology's influence will be felt through the computer. This field is alone in growth and shrinking prices. Once a program is complete, it can be copied and sold at minimal cost. As prices drop, the home learning environment could completely change. Reruns after school could be replaced by educational computer games.

Computers are spreading so fast that schools may be forced to teach computer science to children. Reading, writing, 'rithmetic, and IBM could be the new definition of education.

The section of the Compendium that addressed knowledge and curriculum actually focused more on philosophy than curriculum. Discussion centered on the best approach to take to ensure better learning. No one advised continuing the status quo. They found it too restricted and a block to learning. Schools were urged to allow students more room to think creatively and make decisions. One author advocated getting students out in the world where they could relate to a wide variety of people. Others argued for more classroom freedom and greater participation in school administration.

Some of the authors acknowledged the growing importance of television. By age 15, most youngsters have spent more time in front of television than teachers. TV's influence is powerful. It can broaden the scope of knowledge and experience, but it does not add depth. A half-hour show can do no more than gloss over any issues that might emerge. However, since TV is more entertaining than the classroom, teachers are at a disadvantage. One essay observed that "intellectual snobbery and unscientific opinions" impede understanding the medium. Despite this, none of the authors offered suggestions for taming the TV set and using it in class.

On migrant and Indian education, the authors argued for more money and clearer mandates from the Federal government. The migrant education specialists detailed the formidable prejudices that migrant children face in school. The Indian educators wanted more control than the government gives them now.

There are two things to remember when reading this book. First, the House subcommittee asked only for speculation. It did not guarantee action. The new Reagan administration is pledged to reduce spending, and it views education as a state and local responsibility. Congress may defer to the states the task of adopting the ideas in these papers.

Second, the Compendium's 54 contributors do not represent all education groups. The opinions solicited, by and large, came from deans, executives, and administrators. Only a few practicing teachers contributed, and no student, parent, or labor groups have space here.

The Compendium now out of print, has been analyzed by Dr. Alice Miel, professor emeritus, Teacher's College, Columbia University. Her analysis, Trends in Education in the 1980s, will be published in February by the ERIC Clearinghouse on Teacher Education.

Resources for Further Reading

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Carnegie Council on Policy Studies in Higher Education. Three Thousand Futures: The Next Twenty Years for Higher Education. Wash., D.C.: Jossey-Bass, 1980. (ED 183 076)

_____. Giving Youth A Better Chance: Options for Education, Work, and Service. Wash., D.C.: Jossey-Bass, 1979. (ED 184 383)

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Fact Sheet

PROMOTING ERIC AMONG CLASSROOM TEACHERS

by Michael J. Butler

School librarians and media specialists are primary sources of information for classroom teachers. As such, they frequently receive inquiries about ERIC and how it can be of use to teachers. With a working knowledge of the ERIC system, librarians can more effectively help classroom teachers to develop their instructional skills, to upgrade their professional status, and to improve both their in-school and out-of-school lives. In short, ERIC is an invaluable inservice tool, and librarians can help make it useful.

During the past several years, the ERIC Clearinghouse on Teacher Education has held many workshops and orientations for librarians at all levels within the educational system, and from many varied school settings--urban, suburban, rural, rich and poor. From these encounters, the Clearinghouse has isolated the following questions that are asked regularly.

What is ERIC?

ERIC is an information system supported and operated by the National Institute of Education (NIE) to provide ready access to descriptions of exemplary programs, research and development efforts, and related information that can be used in developing more effective educational programs.

Who can use ERIC, and how can it aid them?

Teachers--with information on preservice and inservice training, new classroom techniques and materials, and "how-to" projects for personal and professional development. School administrators--with information on new and significant educational developments, new management tools and practices, and research data for budget development. Graduate and undergraduate students--with materials on career development in education, as the foundation for a low-cost library on education, and for term paper, thesis, and dissertation background information.

What are the ERIC Clearinghouses and what services do they provide?

The clearinghouses are individual units within the decentralized ERIC system, and are located at 16 sites around the country. The clearinghouses are responsible for acquiring educational literature within their subject areas, selecting those of highest quality and greatest relevance, processing (cataloging, indexing, and abstracting) the selected items for input into the data base, and also for providing information analysis products and various user services.

What is an "ERIC collection"?

A complete ERIC collection contains the print indexes Resources in Education (RIE) and Current Index to Journals in Education (CIJE), the ERIC microfiche collection (containing microfiche copies of documents announced in RIE), and the Thesaurus of ERIC Descriptors. The September 1980 edition of the Directory of ERIC Microfiche Collections (availability given below) cites 742 locations with sizeable collections of microfiche. Of these, 656 are in the United States.

What materials are in RIE? Are they all available from ERIC? If not, why are they announced?

RIE contains abstracts of the educational "report" literature, that is, materials other than published journal articles. ERIC report literature contains curriculum and project descriptions, research findings, how-to-do-it papers, speeches delivered at conferences and conventions, classroom resources, annotated bibliographies, and many other materials. Of these, 96 percent are available from the ERIC Document Reproduction Service and also are on microfiche in the local ERIC collections. The small percentage that are unavailable from ERIC are announced in RIE because their quality and relevance to education warrant such announcement. In all cases, a source of availability is given.

What is CIJE? Are materials in this collection available from ERIC?

CIJE is a monthly periodical presenting abstracts of articles from almost 800 education and education-related journals. Reprints of these journal articles are not available from ERIC but, in most cases, can be obtained from University Microfilms International (Ann Arbor, Mich.), a private enterprise that is not a part of ERIC.

What is the Thesaurus of ERIC Descriptors? Is it useful in searching for ERIC materials?

The Thesaurus of ERIC Descriptors is a printed book of terms used by the system to index the materials it processes. Because of the variety of ways in which educational concerns can be

expressed, ERIC has found it necessary to define concepts and their interrelationships so that ERIC documents and journal articles may be consistently indexed and efficiently retrieved. Although it is unnecessary to use the Thesaurus to retrieve random information from RIE and CIJE, its use is essential if a search is to be conducted systematically and thoroughly.

What is an ERIC search? How may I obtain one?

An ERIC search is a process of locating materials in the ERIC collection relevant to a particular question. A search may be performed manually by the inquirer or an intermediary at most of the sites listed in the Directory of ERIC Microfiche Collections (availability given below). For particularly complex questions, when a large number of citations is desired, or when time is an essential factor, a computer search may be more appropriate. Users should consult the Directory of ERIC Search Services (availability given below) to locate nearby sites.

What kinds of help can clearinghouses provide? How can I get more information about them?

Because of the decentralized nature of the ERIC system, services vary widely from clearinghouse to clearinghouse, but each develops a number of user products (bibliographies, information sheets, short monographs) in their subject areas. These products are provided to users free of charge or at minimal cost. Each provides materials for workshops, conferences, and orientations, and in selected cases may provide staffing aid. Many clearinghouses publish information bulletins on a regular basis. For general information on clearinghouse activities, consult the booklet How to Use ERIC (availability given below), and for more detail write directly to each clearinghouse.

What are ERIC's document selection criteria? How can I or my clients put materials into ERIC?

If an intended contribution is about any aspect of educational research or practice, is more than five pages in length, and can be submitted in black or dark type on a white or light background, a submitter may send it to either the ERIC Processing and Reference Facility (address given below) or to the Clearinghouse within whose scope the document falls.

How can I promote ERIC in my school?

First, use the resources noted below to become familiar with the system. Then try using the nearest collection yourself. After these two steps, start "talking ERIC" with others on your school's staff (including administrators), give workshops on inservice day, create poster displays, write a short article for your staff newsletter--the possibilities in your daily work for promoting ERIC are many.

Where can I learn more about ERIC?

General information on ERIC may be obtained from the ERIC Processing and Reference Facility, 4833 Rugby Ave., Suite 303, Bethesda MD 20014. More specific information may be obtained from any of the clearinghouses, whose addresses appear in the booklet How to Use ERIC. Your state Department of Education or state capacity building project may be able to provide significant aid, too. Other resources designed to train users in the basics of the ERIC system include:

A Glossary of ERIC Terminology (IR-28), 1978, Syracuse University Printing Services, 125 College Pl., Syracuse, NY 13210 ($2). ERIC Document Reproduction Service No. ED 168 506.

A Library User's Guide to ERIC, (IR-7), 1978. Syracuse University Printing Services, 125 College Pl., Syracuse, NY 13210 ($2). ERIC Document Reproduction Service No. ED 160 113.

Directory of ERIC Microfiche Collections, ERIC Processing and Reference Facility, 4833 Rugby Ave., Suite 303, Bethesda MD 20014 (free).

Directory of ERIC Search Services, ERIC Processing and Reference Facility, 4833 Rugby Ave., Suite 303, Bethesda MD 20014 (free).

ERIC Basic, 1980, Information Resources Pub., Syracuse University, School of Education, 130 Huntington Hall, Syracuse, NY 13210 (slides and cassette--$50; color microfiche and cassette--$10).

ERIC: Finding Information The Right Way (Title Number A02738/LS), 1980, National Audiovisual Center, National Archives Trust Fund Board, General Services Administration, Reference Section LS, Washington, DC 20409 (30-minute color video cassette, $55).

ERIC: It's That Easy (Title Number A01206/LS), National Audiovisual Center, National Archives Trust Fund Board, General Services Administration, Reference Section LS, Washington, DC 20409 (15-minute color video cassette, 3/4" tape, $55).

ERIC: Knowing More About Searching (Title Number A02737/LS), 1980, National Audiovisual Center, National Archives Trust Fund Board, General Services Administration, Reference Section LS, Washington DC 20409 (20-minute color video cassette, $55).

ERIC: What It Is, How to Use It, 1974, under revision. National Audiovisual Center, National Archives Trust Fund Board, General Services Administration, Reference Section LS, Washington, DC 20409 (3 filmstrips, cassettes, worksheets, $43.50)

How to Search the ERIC System, Library Accounting Office, University Research Library, University of California, Los Angeles, CA 90024 (59 33mm slides, 12½-minute cassette, 12-page guide, $35).

How to Use ERIC, 1978, ERIC Processing and Reference Facility, 4833 Rugby Ave., Suite 303, Bethesda MD 20014 (free).

Introduction to ERIC, Information Resources Pub., Syracuse University, School of Education, 130 Huntington Hall, Syracuse, NY 12310 (20 masters for transparency production, script, $5).

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